

## Exhibit 3.1: Relative Average Achievement in Reading Purposes

Assessed Fourth Grade Students at the End of the School Year

⌘ Assessed one year later than originally scheduled

Country	Overall PIRLS Average Scale Score	Literary		Informational		Difference	
		Average Scale Score	Difference from Overall PIRLS Score	Average Scale Score	Difference from Overall PIRLS Score	Purpose Score Lower than Overall PIRLS Score	Purpose Score Higher than Overall PIRLS Score
Macao SAR	536 (1.3)	525 (1.3)	-10 (1.2) ▼	547 (1.5)	12 (0.7) ▲		
<sup>2†</sup> Hong Kong SAR	573 (2.7)	564 (2.7)	-8 (0.9) ▼	582 (2.7)	10 (1.1) ▲		
Chinese Taipei	544 (2.2)	533 (2.1)	-11 (0.8) ▼	549 (2.2)	6 (0.8) ▲		
<sup>2ψ</sup> Egypt	378 (5.4)	372 (5.1)	-6 (1.7) ▼	382 (5.4)	4 (1.5) ▲		
Oman	429 (3.7)	425 (3.8)	-4 (1.7) ▼	432 (3.8)	3 (1.2) ▲		
Jordan	381 (5.4)	378 (5.5)	-3 (1.2) ▼	384 (5.8)	3 (1.5) ▲		
<sup>2</sup> Kosovo	421 (3.1)	418 (2.9)	-3 (1.5) ▼	423 (3.1)	3 (1.3) ▲		
<sup>2</sup> Türkiye	496 (3.4)	495 (3.6)	-2 (0.8) ▼	498 (3.4)	2 (0.8) ▲		
Finland	549 (2.4)	547 (2.6)	-2 (0.8) ▼	550 (2.6)	1 (0.9)		
<sup>2†</sup> Brazil ⌘	419 (5.3)	418 (5.2)	-1 (1.5)	421 (5.0)	2 (1.5)		
Russian Federation	567 (3.6)	566 (3.6)	-1 (1.0)	568 (3.8)	1 (0.9)		
Norway (5)	539 (2.0)	538 (2.0)	-1 (0.7)	540 (2.1)	1 (0.7) ▲		
<sup>2</sup> Italy	537 (2.2)	536 (2.5)	-1 (1.5)	538 (2.1)	1 (0.9)		
Spain	521 (2.2)	520 (2.2)	-1 (1.0)	522 (2.4)	0 (0.7)		
England ⌘	558 (2.5)	558 (2.4)	1 (1.0)	559 (2.5)	1 (0.9)		
<sup>2</sup> Portugal	520 (2.3)	520 (2.3)	0 (0.9)	520 (2.3)	0 (0.6)		
<sup>≡</sup> Netherlands	527 (2.5)	528 (2.8)	1 (1.6)	528 (2.9)	1 (1.4)		
Czech Republic	540 (2.3)	540 (2.5)	0 (0.7)	540 (2.5)	0 (1.0)		
<sup>†</sup> Slovak Republic	529 (2.7)	530 (2.6)	1 (1.6)	530 (2.6)	1 (1.4)		
Iran, Islamic Rep. of ⌘	413 (4.9)	413 (5.0)	0 (1.1)	412 (4.8)	-1 (1.3)		
Belgium (Flemish)	511 (2.3)	511 (2.7)	1 (1.0)	510 (2.3)	-1 (0.9)		
Azerbaijan	440 (3.6)	441 (3.5)	0 (1.0)	439 (3.6)	-1 (1.4)		
<sup>2</sup> Sweden	544 (2.1)	545 (2.5)	2 (1.5)	544 (2.1)	0 (0.9)		
Malta	515 (2.7)	516 (2.8)	2 (1.3)	514 (2.8)	-1 (1.0)		
<sup>†</sup> New Zealand	521 (2.3)	523 (2.4)	2 (1.2)	521 (2.5)	-1 (1.1)		
Slovenia	520 (1.9)	522 (2.1)	2 (1.6)	519 (2.1)	-1 (0.8)		
North Macedonia	442 (5.3)	442 (5.4)	0 (1.7)	439 (5.6)	-3 (1.1) ▼		
Poland	549 (2.2)	552 (2.3)	3 (1.5)	548 (2.2)	-1 (1.2)		
Australia ⌘	540 (2.2)	543 (2.4)	3 (1.2) ▲	539 (2.3)	-1 (1.0)		
Uzbekistan	437 (2.9)	438 (3.0)	1 (1.3)	434 (2.9)	-3 (0.9) ▼		
France	514 (2.5)	516 (2.4)	2 (1.3)	511 (2.6)	-2 (1.3)		
<sup>3</sup> Singapore	587 (3.1)	591 (3.2)	4 (0.9) ▲	586 (3.1)	-1 (0.8)		
Austria	530 (2.2)	533 (2.1)	3 (1.6)	527 (2.6)	-2 (1.0) ▼		
Bulgaria	540 (3.0)	544 (3.3)	4 (1.3) ▲	538 (3.1)	-2 (1.1) ▼		
<sup>3</sup> Serbia	514 (2.8)	518 (2.9)	4 (1.4) ▲	511 (2.5)	-2 (1.3)		
<sup>2</sup> Albania	513 (3.1)	516 (3.3)	3 (1.3) ▲	509 (3.2)	-4 (1.8) ▼		
<sup>3</sup> Israel ⌘	510 (2.2)	515 (2.8)	5 (1.4) ▲	508 (2.3)	-2 (0.9) ▼		
Germany	524 (2.1)	529 (2.4)	5 (1.0) ▲	522 (2.1)	-2 (1.1) ▼		
<sup>3</sup> Montenegro	487 (1.6)	491 (1.9)	4 (1.4) ▲	483 (1.9)	-4 (1.0) ▼		
<sup>2</sup> Belgium (French)	494 (2.7)	499 (2.6)	5 (1.5) ▲	490 (2.4)	-4 (1.0) ▼		
<sup>2†</sup> Denmark	539 (2.2)	546 (2.6)	7 (1.7) ▲	536 (2.1)	-3 (0.8) ▼		
Cyprus	511 (2.9)	517 (2.8)	6 (0.8) ▲	505 (2.9)	-6 (0.6) ▼		
<sup>⋈</sup> South Africa ⌘	288 (4.4)	293 (4.5)	5 (1.6) ▲	279 (4.6)	-10 (1.3) ▼		
<b>Benchmarking Participants</b>							
Moscow City, Russian Federation	598 (2.1)	597 (1.9)	-1 (1.4)	600 (1.9)	2 (1.0)		
South Africa (6) ⌘	384 (4.5)	382 (4.6)	-2 (1.2)	384 (4.7)	0 (1.1)		
<sup>2</sup> British Columbia, Canada	535 (3.5)	537 (3.6)	1 (0.9)	535 (3.6)	0 (1.0)		
<sup>2</sup> Newfoundland & Labrador, Canada	523 (3.2)	526 (3.4)	3 (1.3)	523 (3.1)	0 (1.1)		
<sup>3≡</sup> Alberta, Canada	539 (3.6)	541 (3.4)	2 (1.1) ▲	537 (3.9)	-2 (1.1)		

▲ Purpose score significantly higher than overall PIRLS score  
▼ Purpose score significantly lower than overall PIRLS score

■ Literary Reading  
■ Informational Reading

( ) Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

See Appendix A.2 for population coverage notes 1, 2, and 3. See Appendix A.5 for sampling guidelines and sampling participation notes †, ‡, and ≡.

ψ Reservations about reliability because the percentage of students with achievement too low for estimation exceeds 15% but does not exceed 25%.

⋈ Reservations about reliability because the percentage of students with achievement too low for estimation exceeds 25%.

Issues identified in Albania's data quality led to reduced comparability and framework coverage.